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ABSTRACT

The purpose of this study was to ascertain needs for and opinions about college business courses with reference to women's issues. Specific objectives were to assess college business students' perceptions of curriculum needs in the women's issue area, to identify methods for incorporating issue needs into the curriculum, and to examine how perceived needs were related to the sex and educational level of the respondents. The survey indicated certain issues that need to be covered in courses created for both sexes: management skills, personal development, occupational and affirmative action information, career planning, and stereotyping issues. The issues that were identified for integration into existing courses for both sexes were individual management skills and career management. Women identified a uniquely female curriculum need for issues surrounding achievement in a career path that is relatively new for them. Undergraduates revealed a need for inclusion of issues concerning individual development and career preparedness. The primary finding was the need to integrate women's issues into the existing curriculum. Those issues that do not fit easily into existing courses might be covered in short courses, seminars, or workshops. (Author/JK)

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WOMEN'S ISSUES IN MANAGEMENT: ANALYSIS OF CURRICULUM NEEDS

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Abstract

A needs assessment was completed to ascertain perceived needs for and opinions about business college courses with reference to women's issues. The respondents were 302 undergraduate and 170 graduate students essentially from eight management departments and/or schools of business. A questionnaire was developed specifically for this study. It included 13 categories containing 58 issues which the respondents were asked to assess in three ways.

Women's issues were perceived to be important to include in special business courses, for integration into existing business courses, but some need differences were expressed by the female and undergraduate subgroups. The issues which were identified for special course coverage using the Both-Women-and-Men class composition format were concerned with Specific Management skills, Personal development, Occupational and Affirmative Action information, Career planning, and Stereotyping issues. The issues identified as Needing-to-be-Integrated into existing courses in Both-Women-and-Men classes were concerned with Individual Management skills and Career management. The additional issues identified by the female subgroup reflected a concern for achieving in a career path which is relatively new for them. The undergraduates revealed more of a need to include and integrate individual development, occupational, and career preparedness types of issues. There was, therefore, support for the colleges represented in this study to offer a separate course or short courses, course modules, seminars and workshops to cover some issues and to integrate some issues into existing courses, assuming that the results accurately reflect the perceived needs of the individual college populations.

Women's Issues in Management: Analysis of Curriculum Needs[1]

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The numbers of women enrolled in colleges of business have increased as a proportion of total enrollment from 13 percent in 1971-72 to 24 percent in 1975-76 (Fox, 1977). This phenomenon has stimulated discussion about the necessity for business college curriculum changes (Hennig & Jardim, 1977; Laczniak & Murphy, 1977; Yost & Herbert, 1976). Fundamental to these deliberations has been the question of whether women have special needs to be met to prepare them for business careers.

Needs apparently were believed to exist because special programs and courses have been offered. For example, MBA programs for women were instituted by Simmons College in Boston and Pace University in New York (Bender, 1974). According to a survey of the American Assembly of Collegiate Schools of Business (AACSB) members in 1973-74, 50 special programs were being offered (Flewellen & DeZoort, 1975). These programs involved recruitment, tutorial assistance, and executive development in addition to providing for some special degrees. Of the 50 programs, 13 were designed exclusively for women while the remainder were for the benefit of all minority groups.

With reference to courses, the AACSB survey also revealed that member institutions had developed credit courses, but Flewellen and DeZoort did not specify how many. Some examples were Economics of Working Women, Women in Business, and Management Education in Business. Some special courses continue to be offered, according to a 1978 survey of the Academy of Management Status of Women Interest Group (Hall & Robertson, 1978). In

this instance, 35 courses and modules in as many colleges and universities were reported.

But on what bases were the decisions to offer the special programs made? Several factors that were cited in Flewellan and DeZoort's AACSB survey were student pressure and a desire to make the business college more appealing to women (1975). The Simmons College special MBA program was instituted because Hennig and Jardim came to the conclusion that women and men cannot equally develop competencies through the regular program (1977). In other words, women have special problems that keep them from competing equally. This conclusion evolved out of Hennig and Jardim's experiences as professors and indepth interviews with 108 female managers.

The results of another study, however, do not make a strong argument for special courses (Laczniak and Murphy, 1977). In this case, 100 top female executives in the United States (49 responded) and 140 lower and middle managers (56 responded) were surveyed to assess their needs for courses. When asked if business schools should offer an undergraduate course on "Women in Business," 19 percent of the top executives and 49 percent of the lower/middle managers said yes while 72 percent and 42 percent, respectively, said no. Thus, the need for such a course differed between management levels, but in neither group was there a strong indication for offering it. From the total perspective, therefore, the evidence for and against a need for programs and courses is quite limited.

The purpose of the present investigation was to ascertain needs for and opinions about business college courses with reference to women's issues. More specifically, the objectives were (1) to assess business college students' perceptions of curriculum needs in the women's

issue area, (2) to identify how to incorporate any issue needs into the curriculum and (3) to examine how perceived needs were related to various demographic variables, for example, sex and degree (undergraduate versus graduate). In addition, whether men have special curriculum needs associated with the women's issues was explored. A major goal of this investigation was to describe the needs in specific terms to maximize the clarification of the need structures.

Method

Subjects

Table 1 shows the distribution of respondents by location, school, class and sex. There were 302 undergraduate and 170 graduate students basically from eight management departments and/or schools of business, except for one group of MBA students (N = 30) who came from a variety of campuses. This group of MBA's attended a conference of the National Network of Business School Women held at the Wharton School at the University of Pennsylvania on April 20-21, 1979. The other graduate participants in this study were also essentially MBA students.

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Enter Table 1 about here
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Public (N = 5) and private (N = 3) colleges and universities were represented. Two of the private institutions were in the midwest and one in the east; they constituted 59.5 percent of the total sample.

A description of the total sample is presented in Table 2. There was a fairly equal representation of females and males, 261 and 201 respectively. The median age was 24.2, with a range from 18 to 52 years. Freshmen and sophomores were not as well represented as the juniors and

seniors were. As expected, the greatest number of respondents were management majors.

Enter Table 2 here

The characteristics of the females and males in the total sample are shown in Table 3. The females had a higher median age; it was 25.7 for the females and 23.0 for the males. The median age for the females was affected by a group of 80 students who were pursuing an undergraduate management degree through a weekend program; their median age was 31.9. As for the representation of students across grades, there were relatively fewer male freshmen and sophomores. But both sexes were distributed similarly across majors.

The respondents in this study were not a random sampling of the undergraduate and graduate populations at the various schools in part because there was a self-selection effect. The results of this investigation, therefore, are to be considered preliminary in nature.

Enter Table 3 here

Procedure

The questionnaire was developed specifically for this study. Initially three individuals searched through various women in management course syllabii and collaborated to identify women's issues. Agreement was then reached on the categorization of the accumulated issues and some issues were discarded. A preliminary questionnaire was prepared and distributed for completion and criticism. On the basis of the feedback, final content and layout decisions were made. One such decision was to ask subjects to respond to every issue rather than just to the category. The anticipated negative outcome of this decision was that the length of the questionnaire would

discourage some respondents. On the other hand, the preliminary trial survey had revealed that distinctions were being made between issues within a category.

The first section of the questionnaire included 13 categories containing 58 issues.[2] In this section, the respondents were asked to assess the issues in three ways. In the first part, the respondents indicated the importance of including the specific issues in special business school courses on the basis of a four-point scale: (1) Definitely important to include, (2) Moderately important, (3) Minimally important and (4) Not important. For the second assessment, the respondents specified what student composition was most appropriate for the class in which the Important-to-Include issues would be covered. In the third assessment, the respondents checked those issues that they would prefer to see integrated into other courses in the curriculum in addition to or rather than having them constitute women's issues courses exclusively.

In the remainder of the questionnaire, information on course objectives and some demographic data were obtained. With reference to the course objectives, the respondents were asked to rank order 10 objectives on the basis of their importance to business school courses which covered women's issues.

The questionnaires were administered in management classes. In some instances, they were distributed to students for completion outside of the classroom and the students were asked to return them to a specified place. The questionnaires were completed anonymously.

Results

Table 4 shows responses to each of the 58 issues for the total student group. The Definitely-Important-to-Include columns show the number and percentage of respondents who believed that the issues should be included in special business courses. The number of respondents identifying issues as Definitely-Important-to-Include ranged from 60 to 306 out of the 472.

The issues that were seen by the largest number of respondents as Definitely-Important-to-Include are listed in Table 5. At the top of this list is the Management Skill of Decision Making, which was identified as important by 64.8 percent of the respondents. The other seven issues identified by more than 50.0 percent of the respondents were (1) The Law and Affirmative Action: Effects/implications of legislation; (2) Personal Development: Interacting effectively with subordinates; (3) Relationships with Males: Presentation of self as a professional; (4) Career planning/ career paths for the individual; (5) The Management skill of delegating, coaching, and leading; (6) Personal Development: Displaying confidence, being assertive and (7) Stereotyping: Women as manager/bosses.

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Enter Table 4 and 5 about here
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Table 4 also shows the number and percentage of respondents who believed that the issues should be integrated into other courses in business curricula in addition to or rather than having them constitute women's issue courses exclusively. The level to which respondents believed specific issues should be integrated ranged from 112 to 309.

The respondents saw a significant Need-for-Integration for 12 issues ($p \leq .05$)[3]. Five of the twelve issues were also in the top eight issues identified by more than 50.0 percent of the respondents as Definitely-Important-to-Include in special courses (see Table 5). These five issues

were (1) The Law and Affirmative Action: Effects/implications of legislation; (2) Personal Development: Interacting effectively with subordinates; the two Management skill issues of (3) Decision making and (4) Delegating, coaching, and leading; and (5) Career planning/career paths. The other seven issues significantly identified as Needing-to-be-Integrated were (1) Affirmative action program implementation; two issues in the Specific management skills category - (2) Assessing roles in small groups and group process and (3) Conducting interviews; two issues in the Careers and career planning (Individual/Personal) category (4) Managing one's own growth and (5) Preparing for interviewing; and two issues in the Psychology of sex differences category - (6) Leadership styles and (7) Motivation.

For the preferred composition of the women's issue classes, the respondents chose the Both-women-and-men format more frequently than they chose the Women-only format. The number of respondents specifying the combined format for covering the issues ranged from 171 to 378 or from 36.2 percent to 90.1 percent. The number who chose the Women-only format ranged from 17 to 183 or from 3.6 percent to 38.8 percent. In every instance but one (the Women at work: Competition among women issue), more respondents chose the combined format than the Women-only format for covering the issues.

The ten issues chosen most frequently for the Women-only format and the combined format are shown in Table 6. The table illustrates the lower percentages for the Women-only format. The Women-only issues were in the following categories: Women at work, Relationships with males, Personal development, and Organizational strategies concerning women. The issues for combined coverage were generally concerned with management skills, preparation for the employment search and the law and affirmative action. In addition to these categories, the two-career couple issue was clearly designated for coverage in a combined setting.

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Enter Table 6 about here
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The Men-only and the combination response categories (e.g., offering the material in a Women-only class and also with women and men together) are not shown in Table 6 because few respondents chose these categories. From 0 to 12 respondents chose the Men-only category. The number who selected both the Women-only and the Both-women-and-men formats ranged from 0 to 29.

The ranking frequencies of the importance of the women's issue course objectives are shown in Table 7. To develop specific management skills was perceived to be the most important objective; that is, 34.7 percent or 164 out of 472 respondents ranked it first. Also, seen as more important objectives were (1) to create awareness of major issues working women face and (2) to provide students with strategies for overcoming barriers, responding to bias, and resolving conflict. There was, however, not a consensus on what objectives were important.

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Enter Table 7 about here
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How then are the Definitely-Important-To-Include and Need-for-Integration results related? If we assume that an issue is Definitely-Important-to-Include when more than 50.0 percent of the respondents selected this response, then eight issues were identified as important. Of these eight, five were also viewed as Needing-to-be-Integrated into other courses. These issues were (1) Decision making, (2) Effects/implications of the legislation, (3) Interacting effectively with subordinates, (4) Career planning/career paths, and (5) Delegating, coaching, and leading.

Since these five issues were identified as Needing-to-be Integrated, it follows that the data should show that they be covered in Both-women-and-men

classes. This was found to be true; the percentage of respondents selecting the combined format for these issues ranged from 66.3 to 68.9 percent. Therefore, these five issues were seen as important to include in special courses as well as integrate into other courses using the combined class format. These issues also reflect the objective of developing management skills.

For the three Definitely-Important-to-Include issues (Table 5) which were not particularly high on Need-for-Integration, two were in the top ten issues identified for Women-only coverage. They were Relationships with males: Presentation of self as professional (30.7 percent) and Displaying confidence, being assertive (27.8 percent) (Table 6). But a large percentage of the respondents also specified that these two issues be covered in a combined format (50.4 and 53.6 percent, respectively).

The remaining Definitely-Important-to-Include issue, which was not high in Need-for-Integration, was Stereotyping: Women as managers/bosses. It was high, however, for Both-women-and-men coverage (62.7 percent).

The remaining seven issues significantly identified as Needing-to-be-Integrated were also designated for Both-women-and-men classes. These issues, again, were: (1) Affirmative action program implementation; (2) Assessing roles in small groups and group process; (3) Conducting interviews; Career and career planning: (4) Managing one's own growth and (5) Preparing for interviewing; and Sex differences in (6) Leadership styles and (7) Motivation.

Subgroup Results

Female vs Male Subgroups. The major difference between these two subgroup results appeared in the inclusion of issues in special courses section. The importance of including the issues was perceived differently by the subgroups for 45 of the 58 issues (χ^2 tests, $p \leq .05$). The Pearson

product moment correlation coefficient for the response frequencies of the subgroups was fairly high (r = .81) however. The difference, therefore, was more one of response frequency level than of frequency pattern.

The female subgroup identified eighteen issues as Definitely-Important-to-Include while the male subgroup identified two issues (see Table 8). The two issues seen as important by the Males were Decision Making and Effects/implications of affirmative action legislation.

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The correlation coefficient for the relationship between the levels of perceived Need-for-Integration of the issues into other courses for the female and male subgroups was .79. The female subgroup saw a significant Need-for-Integration for eight issues and the male subgroup for seven issues ($p \leq .05$) (see Table 9). The subgroups agreed on five issues, which were the same five "core" issues identified by the total sample for inclusion, integration and coverage in Both-women-and-men classes.

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Enter Table 9 about here
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On the Women-only and combined formats for females and males, the correlation coefficients for the relationship between the response frequencies were .83 and .93, respectively. Both subgroups preferred the combined format over the Women-only format for almost all of the issues. The only exceptions were for the female subgroup on the Old girl network/support systems (37.2 percent for Women-only versus 33.7 percent for combined coverage) and on Competition among women (42.9 percent for Women-only versus 34.1 percent for combined coverage).

With reference to the course objectives, the percentage of female and male respondents who placed the objectives at ranks one through three and at

eight through ten are shown in Table 10. The subgroups agreed that developing specific management skills and creating awareness of major issues working women face were the most important objectives. But the female respondents saw increasing women's skills in managing their careers as slightly more important than did the male respondents. On the other hand, the female subgroup saw providing students with knowledge of research on male-female differences in attitudes and behavior as less important than did the males.

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Enter Table 10 about here
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For the three types of issue assessments, the female and male subgroup results were as follows. To begin with, the females saw as Important-to-Include, Integrate, and cover in Both-women-and-men classes the five "core" issues while the males identified only two of these "core" issues for the same type of coverage. But the remaining three core issues were designated by the males as Needing-to-be-Integrated in Both-women-and-men classes.

The females also saw some additional Important-to-Include issues as important to cover in the combined class format. These issues were (1) Current labor force distribution; (2) Affirmative action program implementation; Stereotyping: (3) Women as managers/bosses and (4) Verbal/nonverbal language of discrimination; (5) Achieving visibility for promotion and (6) Sex differences in leadership styles.

On the remaining Important-to-Include issues identified by the females, the preference was stronger, relatively speaking, for Women-only coverage (percentages ranged from 24.9 to 35.6) and less clear, as a result, for the combined format (percentages ranged from 39.8 to 52.1). These issues were: (1) Presentation of self as equal and (2) as professional; (3) Becoming

professional; (4) Displaying confidence, being assertive; (5) Coping with new roles; and (6) Coping with bias, chauvinism and discrimination.

The issues identified as Needing-to-be-Integrated, but not Important-to-Include in special courses, were designated for Both-women-and-men coverage. For the females, these issues were Affirmative action program implementation, Assessing roles in small groups, and Conducting interviews. For the male subgroup, the issues were Managing one's own growth and Sex differences in motivation.

The support for Women-only classes as perceived by these subgroups was also relatively weak. The highest support given by the females for such coverage appeared for the following issues: (1) Competition among women (42.9 percent), (2) Old girl network/support systems (37.2 percent), (3) Impact of appearance/dress for women at work (36.8 percent) and (4) Presentation of self as professional (35.6 percent). The male response frequencies for these issues ranged from 33.3 percent for the Competition issue to 24.4 percent for the self-as-professional issue.

Undergraduate vs Graduate Subgroups. The results for these subgroups generally formed similar patterns and, therefore, paralleled the total sample results. This finding was confirmed by the high correlation coefficients obtained on the subgroup response frequencies. The coefficients between the Definitely-Important-to-Include, Need-to-Integrate, Women-only and Both-women-and-men response frequencies were .93, .89, .94 and .93 respectively. The subgroups also ranked the course objectives similarly.

However, a few more issues were identified as Definitely-Important-to-Include by the undergraduates (N = 10) than by the graduates (N = 5)

(see Table 11). Both subgroups perceived the same five issues to be important for inclusion, integration, and Both-women-and-men coverage; they were again the five "core" issues identified by the total sample.

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The undergraduates specified that the additional five Definitely-Important-to-Include issues be covered in Both-women-and-men classes. The combined format percentages for these five issues ranged from 65.3 to 82.4. These issues were: (1) Presentation of self as professional; (2) Displaying confidence, being assertive; (3) Stereotyping: Women as managers/bosses; (4) Current occupational distribution in the labor force; and (5) Becoming professional.

The undergraduates also chose seven additional issues for integration into other courses, beyond the five issues identified by both subgroups (see Table 12). The combined class format was selected for covering these issues also; the combined format percentages ranged from 51.3 to 77.8. The seven issues were: Sex differences in (1) Leadership and (2) Motivation; (3) Managing one's own growth; (4) Preparing for interviewing; (5) Career planning/career paths; (6) Barriers in organizations to career progress; and (7) Displaying confidence, being assertive.

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Discussion

For the respondents in this study, issues were identified for inclusion in special business courses, for integration into other business courses, but some need differences were expressed by the respondent subgroups. With

reference, first of all, to the issues designated for special courses, the preponderance of the evidence was for offering them using the combined format rather than the Women-only format. The strong perference for the combined format conincides with random comments written on the questionnaires which reflected a belief that women should not be separated out as different.

The issues which were identified for special course coverage using the combined format were concerned with Management skills, Personal development, Occupational and Affirmative action information, Career planning, and Stereotyping issues. There was fairly high agreement for including Effects/ implications of affirmative action legislation; Interacting effectively with subordinates; Decision making, Delegating, coaching, and leading; and Career planning/career paths. The females also wanted to have included Current labor force distribution; Affirmative action program implementation; Stereotying: Women as managers/bosses and Verbal/non-verbal language of discrimination; Achieving visibility for promotion and Sex differences in leadership styles. Several additional issues were also identified for inclusion by the undergraduates. They were Presentation of self as professional; Displaying confidence, being assertive; and Becoming professional.

These special course issues could be covered in the curriculum in a number of ways. To begin with, the issues identified in this study are sufficient in number to comprise a separate management course. The course could be offered for credit because the issues are concerned with management skills and behaviors.

In the case of the individual colleges, universities, and departments represented in this study, assuming that the results accurately reflect the perceived needs of the individual units, the populations may not be large

enough to insure sufficient enrollments in a credited course. In these instances, special courses, short courses or course modules, seminars and workshops could be offered regularly or periodically to cover the issues.

As indicated previously, the perceived need for offering Women-only courses was relatively weak. Some Important-to-Include issues for which the highest preference for the Women-only format was expressed, as identified by the total sample, were Presentation of self as a professional and Displaying confidence, being assertive. As identified by the females, the most important issues were the above two issues in addition to Presentation of self as equal; Becoming professional; Coping with bias, chauvinism and discrimination. These issues, because they are few in number and the perceived need is weak, lend themselves well to being offered in seminars, workshops, and short courses.

The issues identified as Needing-to-be-Integrated were designated also for Both-women-and-men coverage, as one would expect. These issues were concerned essentially with individual management skills and career management. The issues were Affirmative action program implementation; Assessing roles in small groups and group process; Conducting interviews; Sex differences in leadership styles and motivation; Careers and career planning; Managing one's own growth, Preparing for interviewing, and Career planning/ career paths; Barriers in organizations to career progress; and Displaying confidence, being assertive. The last three issues were seen as important by the undergraduates also as opposed to the graduates.

These findings provide support for the faculty members in the colleges represented in this study to continue integrating these issues into their business courses and to encourage integration of the issues. Some of these issues will not easily fit into traditional management courses, but

would justify the offering of a career planning and preparedness short course. This short course could cover, for example, career paths, managing one's own growth, preparing for interviewing in to displaying confidence, being assertive in managing one's own growth and in interviews.

The undergraduate and female subgroups both expressed some additional needs. The undergraduates revealed more of a need to include and integrate individual development, occupational information, and career preparation types of issues. These needs suggest that the undergraduates feel more uncertainty about themselves, careers, and opportunities. Having more such needs than the graduates seem reasonable, however, given that the undergraduates are less likely to have chosen a major or made a career choice and completed a job search. On the other hand, the graduate students may have expressed less of a need for occupational and career preparedness information because they have closer contacts with professors, advisors, and other students in the same major who provide career assistance.

The additonal needs expressed by the female subgroup reflect a concern for achieving in a career path which is relatively new for women. Some of the issues that clearly reflect this concern are Presentation of self equal, Women as managers/ bosses; Displaying confidence, being assertive and Verbal/non-verbal language of discrimination. These findings coincide with the proposition that women have special needs to be met to enable them to compete equally (Hennig and Jardim, 1977).

Given these findings, there is the possibility that other business college populations may also have women's issue curriculum needs. To determine if and what needs exist, individual college needs assessments are recommended.

Prior to completing additional needs assessments using the questionnaire developed for this study, further analyses of the instrument must be conducted. One area of concern is the length of the instrument. For instance how much did length affect the response rate? Requesting individual issue responses, however, did make it possible to describe needs more specifically.

Another instrument consideration concerns men's issues. That is, are there specific men's issues which should be included in the present instrument also? Perhaps a separate men's issue questionnaire is justified.

To make it possible to generalize these findings and compare them to the perceived needs of other groups, a replication of this study with a random sample is needed. A survey also of the perceived needs of business college alumni who were successful and were unsuccessful would further clarify whether womens' issue curriculum additions are recommended. Surveying those alumni who were not successful is proposed because their needs may be different from those who have been successful, for instance, in reaching middle to top management positions.

Footnotes

[1]This research was completed with invaluable assistance from Diana Robertson of The Wharton School, and Kathleen O'Brien of Alverno College, and with help in data collection from Thomas Bergmann, Mildred Buzenberg, Dorothy Harlow, and Richard Steers.

[2]A copy of the questionnaire is available upon request.

[3]Significance = an observed response frequency different from the expected frequency of 50 percent for this dictotomous response scale. The 50 percent expected frequency was chosen because self-selected subjects and the issues in general were expected to offset the inclination to choose integration to other courses for the issues.

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TABLE 1

Frequency Distribution of Subjects

By Location, School, Class and Sex

School	Class[a]					Sex[b]	
	Freshman	Sophomore	Junior	Senior	Grad	Female	Male
East							
A	6	11	51	48	37	68	85
B	-	-	-	-	11	11	-
Midwest							
C	15	49	12	1	-	80	-
D	1	-	11	11	2	23	3
E	-	-	-	-	43	12	30
F	-	-	-	-	19	4	15
South							
G	-	2	2	17	5	13	13
West							
H	-	3	17	30	23	20	55
Network MBA's	-	-	-	-	30	30	-
TOTAL	22	65	93	107	170	261	201

[a]The class of 5 undergraduates at School A, 3 at School C, 1 at School D and 3 at School H was not provided.

[b]The sex of 5 respondents at School A, 1 at School E and 1 at School H was not provided.

TABLE 2

Characteristics of the Students, by Degree

Characteristic		Undergraduates	Graduates	Total
N Females		175	86	261
N Males		121	80	201
NA[a]		6	4	10
N Total		302	170	472
Age:	Median	22.3	26.4	24.2
	Range	18-52	21-50	18-52
Grade:	Freshman	22	-	22
	Sophomore	65	-	65
	Junior	93	-	93
	Senior	107	-	107
	Graduate	-	170	170
	NA	15	-	15
	Total	302	170	472
Location of University/College:				
	East	121	64	185
	Mid-West	104	67	171
	South	23	12	35
	West	53	25	78
	NA	1	2	3
Majors:	Accounting	24	8	32
	Finance	24	19	43
	Law & Public Policy	3	-	3
	Management	120	78	198
	Marketing	35	17	52
	Operations/Production Management	2	2	4
	Personnel/Industrial Relations	10	15	25
	Real Estate/Insurance	-	-	-
	Statistics/Quantitative Methods/MIS	1	1	2
	Other	45	14	59
	NA	38	16	54
	Total	302	170	472

[a]The information was not available.

TABLE 3

Characteristics of the Students
by Sex[a]

Characteristics		Females N = 261	Males N=201	Total N=462
Age:	Median	25.7	23.0	24.2
	Range	18-52	19-50	18-52
	NA[b]	10	4	14
Degree:	Bachelor's	175	121	296
	Graduate	86	80	166
Grade:	Freshman	21	1	22
	Sophomore	59	6	65
	Junior	45	46	91
	Senior	43	64	107
	Graduate	85	80	165
	NA	8	4	12
Majors:				
	Accounting	6	25	31
	Finance	15	28	43
	Law & Public Policy	2	1	3
	Management	123	74	197
	Marketing	28	23	51
	Operations/Production Management	1	3	4
	Personnel/Industrial Relations	12	13	25
	Real Estate/Insurance	-	-	-
	Statistics/Quantitative Methods/ MIS	1	1	2
	Other	47	12	59
	NA	26	21	47
Location of Univ/College:				
	East	95	85	180
	Mid-West	122	48	170
	West	22	55	77
	South	20	13	33
	NA	2	-	2

[a]Information on the sex of 10 respondents was not available.

[b]The information was not available.

TABLE 4

Women's Issues to be Included in Special Business Courses and/or Integrated into Other Courses for the Total Student Group
N = 472

Issues	Definitely-Important-to-Include		Need for Integration[a]	
	N	%	N	%
1. Labor Force Participation				
a. historical perspective	38	18.6	217	46.0
b. cross-cultural perspective	88	18.6	199	42.2
c. current occupational distribution	23	49.2(9)[b]	252	53.4(13)[c]
d. part-time + volunteer & homemaking	71	15.0	139	29.4
2. The Law and Affirmative Action				
a. effects/implications of legislation	293	62.1 (2)	309**	65.5(2)
b. affirmative action program implementation	22?	47.2 (10)	275**	58.3(4.5)
3. Employment and the Family				
a. time management	162	34.3	220	46.6
b. two-career couples	189	40.0	233	49.4
c. organization/personal expectations	181	38.3	207	43.9
d. economics of child care	113	23.9	139	29.4
e. effects of career interruption	149	31.6	194	41.1
4. Relationships with Males				
a. presentation of self as equal	198	41.9	181	38.3
b. presentation of self as professional	253	53.6(4)	220	46.6
c. games to stop playing	147	31.1	160	33.9
d. knowing business lingo	136	28.8	180	38.1
5. Stereotyping				
a. what is it?	135	28.6	223	47.2
b. women and absenteeism/turnover	87	18.4	149	31.6
c. women and menopause/mood swing/maternity	72	15.3	134	28.4
d. women as managers/bosses	238	50.4(8)	209	44.3
e. verbal/non-verbal language of discrimination	184	39.0	230	48.7

TABLE 4 - Continued

Issues	Definitely-Important-to-Include		Need-for-Integration	
	N	%	N	%
6. Personal Development				
a. responding to role expectations	157	33.3	231	48.9
b. becoming professional	217	46.0(11)	241	51.5
c. displaying confidence, being assertive	246	52.1(6.5)	251	53.2(14)
d. coping with new roles	207	43.9(13.5)	212	44.9
e. coping with bias, chauvinism, discrimination	202	42.8(15)	215	45.6
f. interacting effectively with subordinates	260	55.1(3)	269**	57.0(6)
g. demonstrating anger effectively	153	32.4	213	45.1
7. Specific Management Skills				
a. assessing roles in small groups and group processes	175	37.1	256*	54.2(12)
b. decision making	306	64.8(1)	313**	66.3(1)
c. conducting interviews	180	38.1	261*	55.3(7)
d. delegating, coaching, leading	246	52.1(6.5)	280**	59.3(3)
8. Careers and Career Planning (Individual/Personal)				
a. career planning/career paths	249	52.8(5)	257*	54.4(10.5)
b. career opportunities: traditional/non-traditional	191	40.5	223	47.2
c. managing one's own growth	201	42.6(16)	258*	54.7(9)
d. achieving visibility for promotion	193	40.9	235	49.8
e. writing resumes	161	34.1	250	53.0(15)
f. preparing for interviewing	165	35.0	257*	54.4(10.5)
9. Career Planning (Organizational)				
a. approaches/programs	144	30.5	228	48.3
b. barriers to career progress	166	35.2	249	52.8
10. Organizational Strategies Concerning Women				
a. introducing women into non-traditional positions	175	37.1	181	38.3
b. old girl network/support systems	96	20.3	112	23.7
c. flextime, flexible hours	87	18.4	165	35.0
d. policies/procedures	127	26.9	185	39.2
e. child care centers	69	14.6	136	28.8

TABLE 4 - Continued

Issues	Definitely-Important-to-Include		Need-for-Integration	
	N	%	N	%
11. Psychology of Sex Differences				
a. sex role socialization	148	31.4	211	44.7
b. aptitudes/interests/values	142	30.1	200	42.4
c. leadership styles	200	42.4 (17)	275**	58.3 (4.5)
d. motivation	207	43.9 (13.5)	260*	55.1 (8)
e. attitudes toward success	189	40.0	242	51.3
12. Organizational Phenomena				
a. mentorship	130	27.5	198	41.9
b. power and its use	212	44.9 (12)	247	52.3
c. informal communications' networks	179	37.9	247	52.3
d. status symbols	76	16.1	187	39.6
13. Women at Work				
a. roles they may take	134	28.4	155	32.8
b. role models	120	25.4	148	31.4
c. the token woman	93	19.7	140	29.7
d. impact of appearance/dress	122	25.8	162	34.3
e. competition among women	148	31.4	169	35.8

[a] For $n = 472$ and an expected frequency of 50 percent in the dichotomous response scale, a frequency ≥ 254 and ≥ 262 for the Need-to-Integrate response is significantly different from the expected frequency of 236 at $p \leq .05$ and $p \leq .01$ respectively on the basis of a one-tailed normal approximation to the binomial test with Yates' correction.

[b] A rank ordering of the issues most frequently chosen as Definitely-Important-to-Include.

[c] A rank ordering of the issues most frequently identified as Needing-to-be-Integrated.

* $\leq .05$

** $\leq .01$

TABLE 7

Percentage of Respondents on Importance of Women's Issue Course Objectives by Rank

N = 472

Objectives	Rank									
	1	2	3	4	5	6	7	8	9	10
A. To increase women's skills in managing their careers.	6.4	14.6	8.7	7.6	8.7	8.3	8.9	7.6	10.0	6.1
B. To create awareness (for both male and female students) of major issues working women face.	18.6	10.0	9.7	11.4	9.1	7.2	7.8	7.0	4.7	3.2
C. To encourage women to be ambitious and consider various career possibilities.	7.8	9.1	9.7	5.7	6.8	6.8	5.9	8.9	9.5	16.5
D. To provide students with knowledge of present day organization policy and practice toward women.	4.2	8.5	10.8	11.7	15.3	12.7	7.8	7.0	6.7	3.4
E. To provide students with knowledge of legal and social issues of women working.	2.8	6.8	10.4	11.7	11.0	11.7	10.0	8.5	8.7	6.7
F. To provide students with knowledge of research on male-female differences in attitudes and behavior.	2.1	2.8	5.7	7.6	7.0	8.7	11.4	11.4	14.4	15.3
G. To develop specific management skills.	34.7	8.1	7.6	5.2	8.3	6.4	6.1	5.1	3.8	4.2
H. To provide students with strategies for overcoming barriers, responding to bias, and resolving conflict.	6.8	17.6	12.7	12.3	8.5	8.5	8.5	7.2	4.4	2.3
I. To provide students with conceptual tools to understand the obvious and subtle aspects of sex-role patterns and discrimination.	4.0	8.3	11.2	9.3	9.1	7.6	12.1	9.3	11.7	6.7
J. To assist women in working through role conflict.	0.6	4.0	2.5	4.7	4.9	9.7	9.1	15.7	13.3	22.9
K. Other objectives.	1.7	.2	-	.4	-	.2	-	-	.2	-
NA[a]	10.2	10.2	10.8	11.7	11.4	12.3	12.3	12.3	12.7	12.9

[a]The number of respondents for which responses were not available.

TABLE 8

Issues Most Frequently Identified as
Definitely-Important-to-Include in Special Business Courses
by Sex

Issues	Females[a]			Males[b]			χ^2[c]
	Rank	N	%	Rank	N	%	
Specific management skills: Decision making	1	189	72.4	1	112	55.7	<.001
Relationships with males: Presentation of self as professional	2	179	68.6		68	33.8	<.001
The law and affirmative action: Effects/implications of legislation	3	177	67.8	2	107	53.2	<.01
Personal development: Interacting effectively with subordinates	4	173	66.3	5	80	39.8	<.001
Stereotyping: Women as managers/bosses	5	171	65.5		59	29.4	<.001
Personal development: Displaying confidence, being assertive	6	166	63.6	6.5	75	37.3	<.001
Specific management skills: Delegating, coaching, leading	7	161	61.7	4	81	40.3	<.001
Careers and career planning - Individual/personal: Career planning/career paths	8	155	59.4	3	90	44.8	<.01
Current occupational distribution in the labor force	9	151	57.9	8	74	36.8	<.001
Personal development: Becoming professional	10	149	57.1		62	30.8	<.001
Relationships with males: Presentation as self as equal	11	145	55.6		49	24.4	<.001
The law and affirmative action: Affirmative action program implementation	12	144	55.2	9	73	36.3	<.001
Personal developemnt: Coping with new roles	13	143	54.8		61	30.3	<.001
Personal development: Coping with bias, chauvinism, discrimination	14	142	54.4		54	26.9	<.001
Organizational phenomena: Power and its use	15	140	53.6		69	34.3	<.001
Psychology of sex differences: Leadership styles	16	135	51.7		62	30.8	<.001
Stereotyping: Verbal/non-verbal language of discrimination	17	134	51.3		45	22.4	<.001
Careers and career planning - Individual/personal: Achieving visibility for promotion	18	133	51.0		56	27.9	<.001
Psychology of sex differences: Motivation		128	49.0	6.5	75	37.3	<.02
Career and career planning: traditional/non-traditional career opportunities		116	44.4	10	72	35.8	

[a] $n = 261$

[b] $n = 201$

[c] Corrected Pearson chi-square test for independence on Sex by Importance of Including (Definitely-Important-to-Include vs the combined Moderately, Minimally, and not important responses), $df = 1$.

TABLE 9

Issues Most Frequently Identified for Integration into Other Business Courses by Sex

Issues	Females[a]			Males[b]			χ^{2}[a]
	Rank	N	%	Rank	N	%	
Specific management skill: Decision making	1	177**[b]	67.8	2	129**[c]	64.2	
The law and affirmative action: Effects/implications of legislation	2	169**	64.8	1	133**	66.2	
Specific management skill: Delegating, coaching, leading	3	160**	61.3	5	115*	57.2	
The law and affirmative action: Affirmative action program implementation	4	51*	59.0	8.5	112	55.7	
Personal development: Interacting effectively with subordinates	5.5	149*	57.1	4	117*	58.2	
Specific management skill: Conducting interviews	5.5	149*	57.1		107	53.2	
Psychology of sex differences: Leadership styles	7	148*	56.7	3	122**	60.7	
Specific management skill: Assessing roles in small groups and group process	8	147*	56.3		102	50.7	
Organizational phenomena: Power and its use	9	144	55.2		99	49.3	
Psychology of sex differences: Motivation	11	142	54.4	6.5	113*	56.2	
Careers and career planning: Managing one's own growth		140	53.6	6.5	113*	56.2	

[a] Corrected Pearson χ^{2} test for independence on Sex by Integrate or not integrate, $df = 1$.

[b] For $n = 261$ and an expected frequency of 50 percent in the dichotomous response scale, a frequency ≥ 145 and ≥ 150 for the Need-to-Integrate response is significantly different from the expected frequency of 130.5 at $p \leq .05$ and $p \leq .01$ respectively on the basis of a one-tailed normal approximation to the binomial test with Yates' correction.

[c] For $n = 201$ and an expected frequency of 50 percent in the dicotomous response scale, a frequency ≥ 113 and ≥ 118 is significantly different from the expected frequency of 100.5 at $p \leq .05$ and $p \leq .01$ respectively.

* $\leq .05$

** $\leq .01$

TABLE 10

Percentage of Respondents on
Importance of Women's Issues Course Objectives by Rank and Sex

Objectives	Rank 1		2		3		8		9		10	
	Female[a]	Male[b]	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
A. To increase women's skills in managing their careers.	8.4	4.0	17.6	11.4	10.3	7.0	6.1	10.0	8.0	12.4	3.8	9.5
B. To create awareness (for both male and female students) of major issues working women face.	20.7	16.9	8.8	11.9	11.5	8.0	6.5	7.5	4.2	5.5	3.4	3.0
C. To encourage women to be ambitious and consider various career possibilities.	11.9	3.0	10.3	8.0	10.7	9.0	7.7	10.9	6.9	13.4	15.7	17.4
D. To provide students with knowledge of present day organization policy and practice toward women.	3.8	5.0	8.4	9.0	7.7	15.4	10.0	3.5	8.4	4.5	3.4	3.5
E. To provide students with knowledge of legal and social issues of women working.	1.1	4.5	3.1	11.9	9.6	11.4	11.1	5.5	10.0	7.5	9.2	3.5
F. To provide students with knowledge of research on male-female differences in attitudes and behavior.	1.9	2.5	1.9	3.5	4.6	7.5	13.0	10.0	16.9	11.4	18.0	12.4
G. To develop specific management skills.	33.0	37.3	9.6	6.5	8.4	6.5	4.2	6.5	5.0	2.5	5.0	3.5
H. To provide students with strategies for overcoming barriers, responding to bias, and resolving conflict.	6.5	7.5	19.2	15.4	15.3	9.5	7.3	7.5	5.7	3.0	2.3	3.0
I. To provide students with conceptual tools to understand the obvious and subtle aspects of sex-role patterns and discrimination.	4.2	4.0	9.6	6.5	11.9	10.9	11.5	7.0	11.9	11.9	8.8	4.0
J. To assist women in working through role conflict.	.4	1.0	5.0	3.0	3.4	1.5	14.9	16.9	14.6	12.4	22.2	24.2
K. Other objectives.	1.9	1.5	0.4	-	-	-	-	-	0.4	-	-	-
Not available.	6.1	12.9	6.1	12.9	6.5	13.4	7.7	14.9	8.0	15.4	8.0	15.9

[a] n = 261

[b] n = 201

TABLE 11

Issues Most Frequently Identified as
Definitely-Important-to-Include in Special Business Courses
by Degree

Issues	Undergraduate[a]			Graduate[b]			χ^{2c}
	Rank	N	%	Rank	N	%	
Specific management skills: Decision making	1	203	67.2	2	103	60.6	
The law and affirmative action: Effects/implications of legislation	2	189	62.6	1	104	61.2	
Relationships with males: Presentation of self as professional	3	176	58.3	6.5	77	45.3	<.01
Personal development: Displaying confidence, being assertive	4.5	172	57.0	9.5	74	43.5	<.01
Personal developement: Interacting effectively with subordinates	4.5	172	57.0	4	88	51.8	
Stereotyping: Women as managers/ bosses	6	165	54.6	11.5	73	42.9	<.03
Specific management skills: Delegating, coaching, leading	7	159	52.6	5	87	51.2	
Labor force participation: Current occupational distribution	8	157	52.0	8	75	44.1	
Careers and career planning - Individual/personal: Career planning/ career paths	9	156	51.7	3	93	54.7	
Personal development: Becoming professional	10	155	51.3		62	36.5	<.01
The law and affirmative action: Affirmative action program implementation	11	146	48.3	6.5	77	45.3	
Organizational phenomena: Power and its use	13.5	138	45.7	9.5	74	43.5	

[a] $\underline{n} = 302$

[b] $\underline{n} = 170$

[c] Corrected Pearson χ^2 test for independence on Degree by Importance of Including (Definitely-Important-to-Include vs the combined Moderately, Minimally, and not important responses), $\underline{df} = 1$.

TABLE 12

Issues Most Frequently Identified for Integration into Other Business Courses by Degree

Issues	Undergraduate			Graduate			χ^{2a}
	Rank	N	%	Rank	N	%	
Specific management skills: Decision making	1	196**[b]	64.9	2	117**[c]	68.8	
Psychology of sex differences: Leadership styles	2	185**	61.3	11	90	52.9	
The law and affirmative action: Effects/implications of legislation	3	183**	60.6	1	126**	74.1	<.01
Specific management skills: Delegating, coaching, leading	4	175**	57.9	4	105**	61.8	
Careers and career planning - Individual/personal: Managing one's own growth	5	174**	57.6		84	49.4	
Psychology of sex differences: Motivation	6	172**	57.0	13	88	51.8	
Personal development: Displaying confidence, being assertive	7.5	171*	56.6	9.5	80	47.1	
Careers and career planning - Individual/personal: Preparing for interviewing	7.5	171*	56.6		86	50.6	
The law and affirmative action: Affirmative action program implementation	9	169*	56.0	3	106**	62.4	
Careers and career planning - Individual/personal: Career planning/career paths	10	168*	55.6	12	89	52.4	
Personal development: Interacting effectively with subordinates	11.5	167*	55.3	5	102**	60.0	
Career Planning - Organizational: Barriers to career progress	11.5	167*	55.3		82	48.2	
Specific management skills: Conducting interviews	13	166*	55.0	6	95	55.9	
Organizational phenomena: Power and its use	14	154	51.0	7	93	54.7	
Specific management skills: Assessing roles in small groups and group process		164	54.3	[illegible]	92	54.1	
Organizational phenomena: Informal communications' networks		155	51.3	9	92	54.1	
Labor force participation: Current occupational distribution		160	53.0	9	92	54.1	

[a] Corrected Pearson χ^2 test for independence on Degree by integrate or not integrate, df=1.

[b] For $n = 302$ and an expected frequency of 50 percent in the dichotomous response scale, a frequency ≥ 166 and ≥ 172 for the Need-to-Integrate response is significantly different from the expected frequency of 151 at $p \leq .05$ and $p \leq .01$ respectively on the basis of a one-tailed normal approximation to the binomial test with Yates' correction.

[c] For $n = 170$ and an expected frequency of 50 percent in the dichotomous scale, a frequency ≥ 97 and ≥ 101 is significantly different from the expected frequency of 85 at $p \leq .05$ and $p \leq .01$ respectively.

* $\leq .05$

** $\leq .01$